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ABSTRACT

This compilation is the third in a series, and it includes 64 reports completed by 25 school systems. The reports, which cover a variety of subjects, were selected on the basis of their usefulness and availability. Title I ESEA programs comprise the largest single category indexed. Other major categories include inservice education, programs to bring about attitudinal change, testing, remedial mathematics instruction, preschool education programs, reading and remedial reading instruction, teacher aides, and vocational education. In addition, an unannotated list of statistical reports is included. Instructions for ordering the complete studies from the publishing school system are provided. (Author/DN)

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RESEARCH BY LOCAL SCHOOL SYSTEMS

An annotated listing of selected reports, January - June, 1972

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RESEARCH BY LOCAL SCHOOL SYSTEMS
An annotated listing of selected reports, January-June 1972

A year ago the Educational Research Service published its first compilation of selected reports of research conducted within local school systems. It cited 111 reports completed by 31 systems during 1969-70 and 1970-71.[1/] The second compilation, listing 46 reports submitted by 23 school systems during the last six months of 1971, was published in January.[2/] This third compilation includes 64 reports completed by 25 school systems. Some of the systems are represented for the first time, while others have been regular contributors.

The reports herein were selected in terms of their usefulness and availability. Usefulness means either that the data they contain are useful to other school systems, or that the methodology pursued should be helpful to school systems considering similar evaluations.

The other factor considered in selecting the reports is their availability to interested parties. Since one of the purposes of publishing this bibliography is to apprise local school administrators of the availability of research being carried on in other school systems, reports which cannot be furnished upon request must be omitted from Research by Local School Systems.

As a glance at the index beginning on page 27 reveals, there is great variety in the subjects covered in the 64 annotated reports. As in previous bibliographies, reports on Title I ESEA programs comprise the single largest category indexed. Some of the subjects appearing for the first time in Research by Local School Systems include evaluations of the open classroom, inservice education for bus drivers and secretaries, programed inservice training for individualized instruction, and alternative high school programs.

In addition to the 64 annotated studies, an unannotated list of statistical reports appears on page 26.

Users of this bibliography are reminded that the complete studies should be ordered directly from the publishing school system and addressed to the individual or department indicated. If a price is specified, payment should accompany the order. Although many school systems continue to offer single copies of their reports without charge, several have advised ERS that it has become necessary to put a small price on their studies because of the large number of requests they have received as a result of listing in the previous bibliographies.

Once again we wish to emphasize how dependent the success of this project is upon the cooperation of the directors of research in local school systems. We are sure that many school systems not represented in this compilation have carried on valuable research and produced worthwhile reports thereof. We encourage them to participate in this project by sending ERS a copy of each report of local research as it is completed. ERS will prepare a brief annotation and send it to the contributor for verification before it is published.

Copies of the first two editions of Research by Local School Systems are still available at $2 a copy. Requests, which should be accompanied by payment and addressed to the Educational Research Service, should specify titles as follows:

1/ Research by Local School Systems, 1970-71.
2/ Research by Local School Systems, July-December 1971.

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ORDERING INFORMATION: Requests for copies of the studies listed in the following bibliography should be addressed to the local school system, in care of the department or individual indicated--not to the Educational Research Service. Reports should be ordered by title, and if the school system has assigned a series number to the report, please include that number. When the investigating school system has set a price, the amount is given in the reference.

BIBLIOGRAPHY

1 Ann Arbor Public Schools, Office of New School Planning. Pioneer Two: A Mid-Year Evaluation. Prepared by William Costello, Director of Pioneer Two; David Feldman, Administrative Liaison to Pioneer Two; and Steven Daniels, Director of New School Planning. Ann Arbor, Mich.: Public Schools (1220 Wells St., 48108), February 1972. 77 p. Single copy free.

Pioneer Two is a free school for high school pupils, which operates as a school-within-a-school of the traditional Pioneer High School. The report covers the first semester of operation and evaluates the program in five sections. The director gives an accounting of the program in terms of enrollment, faculty, class offerings, governance, contracts and evaluation, facilities, student activities, special programs and projects, field trips, community resources utilized, community service projects, parent involvement, social programs, and problem areas. Student and teacher evaluations consist of personal statements. An evaluation is also made of the multi-ethnicity of the program in terms of achievement of objectives in this area. The report includes an external evaluation of the project via press clippings.

The first semester enrollment of 100 pupils was chosen by lottery among student applications. Faculty was assigned on a voluntary basis full- or part-time from Pioneer High School. Classes were held in a separate building allocated to the project by the school system or in community locations. Students signed contracts for each course and were awarded credit based on satisfactory completion of the contracts; credit could be earned in community service projects as well as formal classes.

2 Atlanta Public Schools. Behavior Modification in a Seventh Grade Classroom, 1970-71. Research and Development Report, Vol. 5, No. 6. Atlanta, Ga.: Public Schools (224 Central Ave., S.W., 30303), October 1971. 41 p. Single copy free.

Reports results of a 60-day behavior modification project designed for one class of 19 boys and girls, ranging in age from 13 to 15, who "had a reputation for extreme behavior problems which had been earned through violent misconduct." Three target children were selected as most disruptive and their disruptive behavior was observed and coded. To bring the disruption under control a token-point system was developed for the children to earn recognition for their efforts, and children could spend their tokens on various activities. Whenever this procedure for discipline control was introduced, disruptive behavior dropped significantly. The effect of social influence (any statement made by one child to another that attempted to exercise control over the second child) was also measured; as social influence statements increased, instances of disruptive behavior decreased. Another phase of the experiment measured the effects of reinforcement on acedemic performance. Based on pre- and post-testing using standardized achievement tests, 13 of the 19 children made one or more grade level advances in reading, and 10 of the 19 advanced at least one grade level in math.

3 Atlanta Public Schools. Evaluation of the Camp Project for Seventh, Eighth, and Ninth Graders, Summer 1971. Research and Development Report, Vol. 5, No. 4. Prepared by Frederick S. Kopp, Graduate Research Assistant. Atlanta, Ga.: Public Schools (224 Central Avenue, S.W., 30303) Summer 1971. 56 p. Single copy free.

The Title I Summer Camp Project of the Atlanta Public Schools was a 5-1/2 day camping experience at a YMCA camp for 427 seventh, eighth and ninth grade boys and girls attending the 13 community school centers in Atlanta. The program was staffed by teachers and counselors trained in the areas of specialty germaine to the camping program. The staff and students represented a multi-racial group. The staff worked with the students, who lived at the camp, in various activities primarily related to nature study, in the hope of achieving a measurably

or observably increased sense of personal worth and competence. Nine objectives were structured by the staff and evaluated by means of attitude scales administered to the pupils before and after the camping experience. The report reproduces the test instruments used, tabulates the results, and suggests improvements in the program.

4 Atlanta Public Schools. Evaluation of the Youth-Tutoring-Youth Project, Summer 1971. Research and Development Report, Vol. 5, No. 9. Prepared by George F. Cairns, Jr. Atlanta, Ga.: Public Schools (224 Central Ave., S.W., 30303), Summer 1971. 25 p. Single copy free.

This report is an evaluation of a project funded under Title I ESEA and directed toward attitude change of underachieving high school and elementary school pupils. It also attempted to effect a change in basic language study skills of these pupils by using the Youth-Tutoring-Youth (YTY) model which is being implemented in other school systems throughout the country. The basic situation in the YTY concept involves underachieving high school pupils teaching underachieving elementary school pupils. The program involved 17 Title I centers, each with an educational aide and approximately 10 tutors to serve 13-39 tutees.

The report includes a description of the orientation activities, tutor and tutee selection, attitude change of tutors and tutees as compared with tutee controls, evaluation of the review and feedback inservice activity, cost-effectiveness of the program, and conclusions and recommendations. Data regarding achievement in language skills will be determined in later post-testing.

5 Atlanta Public Schools. Nathan B. Forrest Elementary School, 1970-71. Research and Development Report, Vol. 5, No. 7. Atlanta, Ga.: Public Schools (224 Central Ave., S.W., 30303), December 1971. 36 p. Single copy free.

Describes and evaluates the effectiveness of this Title I school's program in raising the reading levels of pupils in grade 1, using two different instructional approaches. One group was taught reading by the basal reader approach using traditional orthography (BR-TO), and the other group used the basal approach with rebuses (BR-Rebus). Objectives related to pupil attitude and behavior modification were also defined. Evaluations based on the Metropolitan Readiness Test, Metropolitan Achievement Test, and the Student Attitude Toward School Inventory, showed that there was no statistically significant difference between the performance of the two groups on the MAT, but on the SATSI pupils in the BR-TO group scored higher than the BR-Rebus group, statistically significant at the .01 level. The gain in reading for the first grade as a whole was statistically significant at the .001 level. The study also includes cost-effectiveness figures for the entire project, which included special instructional features and personnel for grades 1-5.

ALSO AVAILABLE are similar reports for the following schools:

Ralph C. Robinson Elementary School
Fred A. Toomer Elementary School
Walter Street Elementary School
Jeremiah S. Gilbert Elementary School
Lena J. Campbell Elementary School
Jessie Mae Jones Elementary School
J. C. Harris Elementary School
John B. Gordon Elementary School
L. O. Kimberly Elementary School
Hardnett Elementary School
Luckie Street Elementary School

6 Baltimore City Public Schools, Bureau of Instructional Research. Early School Admissions, 1969-70 Evaluation. Prepared by Beverly W. Ellinwood. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), July 1971. 124 p. Single copy free.

During the 1969-70 school year, the Early School Admissions Program (ESAP) for four-year-old disadvantaged pupils was offered in 22 Title I Baltimore City Public Schools. Fifteen of these ESAP schools were funded by ESEA, Title I, and seven of the ESAP schools were funded by the school system. Sessions two and one-half hours in length were held in each ESAP center, with one teacher and two aides for 20 children or less. Each center had both a morning and afternoon session enrolling different children, yielding a teacher's maximum load of 40 children. In addition, a Parent Liaison Worker (PLW), under the guidance of the Coordinator of Parent Involvement, was assigned to each ESAP school to work with ESAP parents and ESAP pupils. Four Program Assistants were assigned to guide, model for, and work with five or six ESAP center staff units. An ESAP center staff unit included the teacher, aides, and

PLN in each center as well as ancillary personnel when appropriate. Health Services available for all ESAP pupils included medical, dental and psychological. Additional ESAP services involved nutrition services, under which daily hot lunches were provided, and part-time services from a speech therapist, social workers, and a music resource teacher. All ESAP personnel were directed by the ESAP Program Administrator who had held that leadership position since the inception of the ESAP seven years prior to 1969-70.

The overall goal of the ESAP was to improve the disadvantaged pupil's ability to learn, to provide comprehensive services which would promote learning, to assure attention to the total development of the pupils, and to involve ESAP parents in determining educational opportunities for their children and in reinforcing each pupil's learning experiences at home. ESAP and non-ESAP pupils were examined in kindergarten and grade 1. It should be noted that the non-ESAP group might have had some kind of school experience prior to kindergarten, but did not have a full year of the ESAP.

Data presented in the 1969-70 evaluation substantiate the fact that ESAP pupils, both in kindergarten and in grade 1, performed at significantly higher levels (0.01) on the subtests of the Primary Mental Abilities Test than did the non-ESAP pupils. A random sample of 1969-70 ESAP pupils received a pre-test and post-test with the Columbia Mental Maturity Scale and the Verbal Maturity Scale. Gain scores on these tests for the ESAP pupils were similar to those of the previous year, although no conclusions were drawn because of the lack of a four-year-old control group.

7 Baltimore City Public Schools, Bureau of Instructional Research. Narrative Evaluation Report, ESEA Title I Elementary Basic Skills Program, School Year 1969-70. Prepared by Sondra E. Tinoll and Clara E. Grether. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), August 1971. 200 p. Single copy free.

The 1969-1970 ESEA Title I Elementary Basic Skills Program served children in 64 Baltimore City public elementary schools. The program provided educative and ancillary services aimed at ameliorating educational deficiencies of disadvantaged school children. The most outstanding academic services were corrective reading services, structured reading programs, and specialized instructional equipment.

Process data about the program indicated that the Title I Basic Skills Program per-pupil expenditure was far below the required amount, the Title I services were not concentrated on a target population, and Title I program information was inadequately disseminated to personnel intimately involved in Title I schools. An analysis of Iowa Tests of Basic Skills data for the Title I elementary schools revealed that Baltimore City Title I elementary pupils on the average performed well below large cities pupil norms.

8 Baltimore City Public Schools, Bureau of Instructional Research. Narrative Evaluation Report, ESEA Title I Secondary Program (SCORE), Supplemental and Cooperative Opportunities for Remediation and Enrichment, School Year 1969-70. Prepared by Robert W. Armacost. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), November 1970. 144 p. Single copy free.

During the 1969-70 school year, the Baltimore City Public Schools conducted a compensatory education program on the secondary level funded under ESEA Title I. This was the fourth full year of the program. Major objectives were "to increase competence in reading, to improve language facility, to make a concerted attack on the problems inherent in the poor academic performance of secondary students, and to raise the level of pupil achievement." Eighteen educative services and 12 supporting services were variously provided to approximately 15,000 students in 25 participating schools. Emphasis was placed on a reading program for seventh-graders in eight comprehensive junior high schools. Special and supplementary personnel, materials, and equipment were allocated to these schools.

Objective findings presented in the report relate to trends in attendance rates, cross-sectional comparisons of medians for the Iowa Tests of Basic Skills composite score, and a longitudinal comparison of means for the Iowa Tests of Basic Skills reading sub-test score. Included in the appendix are a pupil evaluation of individualized instruction used in conjunction with a reward system, and summaries of responses to teacher and principal opinionaires. Evaluation of the program was made difficult by a lack of pre-established specific objectives and other factors apparently overlooked in advance planning. This evaluation report presents some recommendations designed to improve the program and facilitate future evaluations.

9 Baltimore City Public Schools, Bureau of Instructional Research. Preliminary Narrative Evaluation Report, ESEA Title I Secondary Program, Summer 1970. Prepared by Robert W. Armacost. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), March 1971. 74 p. Single copy free.

During the summer of 1970 the Baltimore City Public Schools conducted a compensatory education program on the secondary level funded under ESEA Title I. Major objectives were to increase competence in reading and related communication skills; to increase skills in mathematics; to explore, develop, and record personal pupil interests in the area of electives; and to modify the attitude, point of view, and prospects of dropout-prone students through the use of special services teams. Eighteen instructional activities and services and eight supporting activities and services were provided to 2092 incoming seventh and eighth grade students in seven summer school centers. The program lasted six weeks with daily sessions lasting from 8:30 A.M. to 12:30 P.M. Instruction in reading and communication skills and mathematics was required. Students took a double period in reading and communication skills and a single period in mathematics.

This preliminary evaluation focuses on describing the program and its participants according to various kinds of information now available. These include pre-test reading scores, summarization of a Communication Skills Checklist on individual students, teacher and principal opinionaires, and comments recorded during talk sessions held as part of the planning activities for the 1971 ESEA I Secondary Summer program.

Teachers and principals made suggestions, criticisms, and comments on the program by responding to open-ended opinionaire items. In addition, teachers, principals, parents, and students presented their views at a series of planning meetings. Topics discussed concerned instructional services, including the quality and quantity of instructional materials available; supporting services; inservice training; student response to the program; administrative leadership and support; outstanding components; and informal observations of an evaluative nature. The various suggestions and comments are summarized in the body of the report.

10 Baltimore City Public Schools, Bureau of Instructional Research. Narrative Evaluation Report, ESEA Title I Parent Involvement Program, School Year 1969-70. Prepared by Juanita Smith. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), June 1971. 231 p. Single copy free.

The Parent Involvement Program's primary focus is to help children through their parents, by providing scholastic and social experiences for parents that will enable them to better help and guide their children. The program seeks to do this by offering basic instruction in reading and vocabulary skills, family living, employment, and community resources. Nursery services are available so parents may attend class. The other dimension of the program is to provide direct preschool experience for the children.

Most of the active participants range in age from 20 to 30 and have not completed high school; there are few actual non-readers. The withdrawal rate is low and many participants anticipate returning for a subsequent session. Attitudes (acceptance of routine, self-image, understanding children, and physical appearance) improved significantly, as did reading and vocabulary skills based on the Adult Basic Learning Experience. The program has employed a large number of former program participants who have either completed high school or are attending college. It is concluded that the program did provide services to the children--indirectly through their parents' involvement in basic education classes, and directly through the nursery experience.

11 Baltimore City Public Schools, Bureau of Instructional Research. Narrative Evaluation Report, ESEA Title I Teenage Mothers Program, School Year 1969-70. Prepared by Juanita Smith. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), June 1971. 128 p. Single copy free.

The "Teenage Mothers" program provides for the educational, counseling, and medical needs of junior and senior high school pregnant girls and includes training in family living skills. An analysis of data for 175 junior and 469 senior high girls who entered the program in September 1969 revealed that most senior girls enter the program at 17, and most junior high girls enter at 15. The major source of referral for the junior high girls was parents; for senior high girls, the school. Some of the girls entering the program are married but more than 90 percent are not married, and few have

12 Baltimore City Public Schools, Bureau of Instructional Research. Narrative Evaluation Report, ESEA Title III Model Early Childhood Learning Program, School Year 1970-71. Prepared by Paul A. Davalli. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), July 1971. 89 p. Single copy free.

The Model Early Childhood Learning Program was established in Baltimore City to help educationally disadvantaged youngsters, ages 3 through 7, acquire the basic cognitive skills necessary to experience success in school. Phase one of the program (1970-71) included 72 three-year-olds and 200 four-year-olds. The objectives for the first year were instructional objectives designed for the achievement of cognitive skills. Various components of the program vital to the attainment of the instructional objectives included: (1) individualization of instruction, (2) a total learning environment, (3) a vigorous parent participation program, (4) a thorough health and nutrition program, and (5) informative and creative workshop and in-service training sessions. An outside agency monitored and evaluated the attainment by pupils of the instructional objectives. This local evaluation deals with the five components. The measurement instruments and methods used to show whether or not these components did operate as designed included: observations of program classes and staff workshops, parent and teacher questionnaires, informal interviews with program staff, monthly records of parent participation, and various documents dealing with the health and family background of program children. An analysis of the data compiled revealed that the various components of the program to a large extent did operate as designed.

13 Baltimore City Public Schools, Bureau of Instructional Research. School Without A Building, 1970-71 Interim Evaluation Report. Prepared by Robert W. Armacost. Baltimore, Md.: Public Schools (2330 St. Paul St., 21218), July 1971. 60 p. Single copy free.

With financial assistance from the Rockefeller Foundation, the Baltimore City Public Schools launched an out-of-school work-study program during the 1970-71 school year, especially designed for general students. The goal was to provide concentrated vocational training in a real work situation as an integral part of the senior year program. Innovations included departures from the standard curriculum; small classes and individualized instruction; substantial use of the resources of business, industry, and the community; and a large degree of student responsibility. Vocational experiences were offered in the areas of banking, business, carpentry, health careers, and industrial occupations. The students' time was divided between job skill training and employment and academic instruction. All academic classes were held on the job site or on the premises of an agency associated with the vocational component.

Although there were the usual difficulties and adjustments encountered in starting a new educational venture, teachers and students reported a high level of satisfaction with the program. Seventy-five of the 90 participants had definite placements in June 1971, either jobs or entrance to post-high school training or educational programs. On the basis of past experience with high school students who follow a general course, it is believed that most of these students upon graduation from a general course would not have had ready access to jobs or the motivation and opportunity to pursue further education or training in post-high school programs.

14 Broward County Public Schools, Research Department. Evaluation of Innovative Schools, 1970-71. Report Nos. 53, 54, and 55. Ft. Lauderdale, Fla.: Public Schools (101 Northwest 15th Ave., 33311), April 1972. Single copies free.

The following three reports prepared from data collected during the 1970-71 school year are aimed at a comprehensive evaluation of both the innovative (open) schools and the elementary schools in general.

Report No. 53, OCDQ Results for Fifth-Year Teachers. Reports the results of the Organizational Climate Description Questionnaire administered to a random

sampling of 126 fifth-year teachers in traditional elementary schools and to all fifth-year teachers in 12 open schools. There were statistically significant differences, at the .05 level of probability, between teachers in the two types of schools on 22 of the 37 items on the questionnaire. The direction of these differences indicated more positive results in conventional schools. The questionnaire (reproduced in the report) measures subjective rather than objective dimensions. (10 p.)

Report No. 54, Research Questionnaire Tabulations for Fifth-Year Pupils and Teachers. This report contrasts fifth-year pupil and teacher attitudes and opinions in innovative and conventional school plants. Teachers' educational backgrounds are also contrasted. The data are based on the results of two questionnaires completed by teachers--Elementary School Program Questionnaire and Teacher Attitude Questionnaires; and two completed by students--Student Attitude Questionnaire and Student Survey. All four are reproduced. The results were as follows: (1) Fifth-year teachers in innovative schools tended to be less experienced than teachers in conventional schools; they also were more likely to be newcomers to the County. Almost 20 percent of the fifth-year teachers in innovative schools were graduates of Florida Atlantic University. (2) A majority of the fifth-year teachers in traditional plants worked or planned in some sort of a team or semi-team situation. (3) About three-fourths of the fifth-year teachers in innovative schools felt that discipline was too easy; less than half of the teachers in conventional plants felt this way; very few students in either type of school felt that discipline was too easy. (4) Almost 40 percent of the fifth-year teachers in traditional plants did not teach one class in a self-contained situation. (5) Teachers' and pupils' responses agreed in indicating noise was more of a problem in innovative than traditional school plants. (6) There were several questionnaire results which indicated a greater acceptance and implementation of individualized approaches to instruction in innovative schools. (7) Probably the most important finding of the study was that very few teachers in innovative plants favored a return to traditional school plants or self-contained classrooms; a majority of the fifth-year teachers in innovative schools appeared to be dissatisfied with a variety of things, but the overwhelming majority rejected a return to traditional plants and teaching methods. (42 p.)

Report No. 55, Student Achievement. This report contrasts 1970-71 third-, fifth-, and eighth-grade pupil achievement test results in terms of types of school plants. Differences in ability levels of pupils were taken into account in all reported analyses.

Pupils in the innovative plants made their strongest showing at the third-grade level. At this grade trends involving boys were stronger than those involving girls. White third-grade boys' test results favored conventional schools, black boys' results favored innovative schools.

At the fifth-grade level, white boys' test scores again favored conventional plants. Except for white girls' scores on the Math Computation test, no other particularly salient trends were evident. White fifth-grade pupils of both sexes in conventional plants showed a strong tendency to score higher on the Math Computation test.

Eighth-year test results generally favored conventional plants for all sex/race groups except black boys. The Math Concepts test was the largest single contributor to this difference for whites of both sexes. The Language Mechanics tests was the best discriminator between school types for black girls.

White fifth-year pupils of both sexes who had been in local public schools one or two years scored about the same in both types of schools on the Math Computation test. Those with three or more years in Broward scored higher on this test in conventional schools. (22 p.)

Broward County Public Schools, Research Department. Evaluation of the Reading Center's Remedial Program for the 1970-71 School Year. Report No. 51. Ft. Lauderdale, Fla.: Public Schools (101 Northwest 15th Ave., 33311), December 1971. 19 p. Single copy free.

15

This is the fourth evaluation of the Reading Center designed to provide diagnostic and special remedial reading services to third-year students in disadvantaged elementary schools, using Title I appropriations. The purpose of this year's study was to determine the optimal amount of time needed for treatment of various types of pupils accepted into the Center's remedial program. It was hoped that the study would provide valuable information regarding the growth curves for students with different academic and personality characteristics and indicate how long it would take these students to reach points of diminishing returns in terms of gain scores.

As students were admitted into the program, they were given a pre-test and randomly assigned to one of four groups. Each group received two, three, four, or five months of treatment, individually prescribed for each student, before they were given a post-test. Two forms of the Gates-MacGinitie

Reading Tests, Primary B, served as the pre- and post-tests. A Behavior Rating Inventory was also completed upon the student's entrance into the program and again at the time the post-test was given. The following conclusions were reached: (1) Pupils' progress in the Center depended upon how long they were there. (2) The greatest growth in reading skills appeared to take place during the fourth month of remedial reading instruction; growth increased each month, but seemed to be leveling off by the fifth month. (3) Race, sex, and pre-test scores did not influence the benefits pupils received from being in the Center for different lengths of time. This means students classified in terms of these categories progressed as was indicated in the first two conclusions above. (4) There was no indication that there were any changes in behavior which might have been caused by improved reading skills during the short treatment periods.

(For the third-year evaluation of the Broward County Reading Center, see Research by Local School Systems, 1970-71, Item 11, p. 5.)

16 Cincinnati Public Schools, Department of Educational Program. DPPF Evaluation, 1970-71. Journal of Program Research and Development, Vol. 6, No. 4. Cincinnati, Ohio: Public Schools (230 E. 9th St., 45202), June 1971. 230 p. $2.50.

Sixteen separate projects, funded through the Disadvantaged Pupils Public Fund (DPPF) program of the state of Ohio, are evaluated in this journal. These projects represent widely diversified attempts to improve the education of residents of disadvantaged school communities. They cover a wide age range, from three years to adult. They include both innovative and traditional approaches, along with miscellaneous supportive services. An abstract, introduction, project description, project evaluation, and summary are presented for each of the following projects:

Three-Year-Old and Outreach Program
Resource Centers
Demonstration Schools
- computer-assisted instruction
- team teaching
- Distar
- outdoor education and interracial understanding

After School Tutorial Program
School Health Services
Dental Health Services
Student Development Diagnostic Center
Supportive Services Counselor
Career Development
Dropout Prevention
Withrow English Project
McMillan Center
- Center for Adjusting Youth
- Individualized Learning for Adults

Student Aides
Staff Development
Continuing Education
Cutter Community Center

17 Cleveland Heights-University Heights City Schools. An Evaluation of Alternative Courses in Senior English at Cleveland Heights High School. Prepared by M. W. Herkner, Administrative Director of Research and W. P. Kincaid, Director of Education. Cleveland, Ohio: CH-UH Schools (2155 Miramar Blvd., 44118), February 1972. 32 p. $2.

Describes and evaluates, through student opinionaire responses, a program of 9- and 18-week short courses in senior English. The alternative program was developed to offer seniors a choice between it and the regular thematic English program that had been operating over the past 10 years. Topics for the alternative courses, which were developed by the teachers, were suggested by teachers, students, administrators and parents. Twenty-one courses were offered and students could select two, three, or four of these courses totaling 36 weeks' work. Marks were cumulative over the 36 weeks and the final mark was determined by a conference of the teachers concerned. Opinionaires were distributed to all senior English students and results are reported for each question by comparing the response of the students who took the regular thematic program with students who took the alternative courses. A composite of all the reponses showed that 62.3 percent of pupils taking the thematic program and 71.9 percent of pupils in the alternative classes believed their course to be at least average or better.

18 Columbus Public Schools, Department of Evaluation, Research, and Planning. Evaluation of the Scottwood Plan. Prepared by Evelyn Luckey, Evaluation Assistant. Columbus, Ohio: Public Schools (52 Starling St., 43215), December 1971. 24 p. $1.

This report presents an evaluation of the Scottwood Plan, an instructional and organizational innovation, involving 181 fifth- and sixth-grade pupils and their principal, teachers, and counselor at the Scottwood Elementary School from September 1970 to June 1971. The report includes an assessment of student achievement during the year and an evaluation of the program by participating students and their parents at the conclusion of the pilot project. Block scheduling with extended class periods, increased emphasis on creative arts, teacher specialization, and team planning across subject areas were the main features of the plan. Every teacher in the program taught both fifth- and sixth-grade pupils and worked as a member of a team. Each of the seven classroom teachers except the teacher-coordinator specialized in one area of the curriculum--language arts (reading, spelling, oral and written language), mathematics, and social environment (social studies and science). Three creative arts teachers and the counselor provided half-time services to the program. Instructional activities in art, physical education, and music were coordinated with the instructional activities in other subject areas.

Evaluations based on pre- and post-tests, using the eight subtests of the Comprehensive Tests of Basic Skills, showed that in five of the subtests sixth-grade pupils showed greater than expected achievement growth from October to April. Parental attitude toward the plan, assessed by a district-made questionnaire, was generally positive. Student responses to a 50-item Likert-type scale, reported by grade level and sex, showed that generally students felt school was more exciting, that they liked the Friday afternoon special interest clubs, and they liked having more than one teacher.

19 Columbus Public Schools, Department of Evaluation, Research, and Planning. An Exploratory Study of the Effects of Compensatory Education on the Reading and Mathematics Achievement of Intermediate Grade Pupils. Prepared by Calvin M. Smith, Jr., Supervisor of Title I Evaluations. Columbus, Ohio: Public Schools (52 Starling St., 43215), 1972. 90 p. $4.

This study, which was presented at the 1972 AERA meeting, explored the effects associated with differential enrollment in five compensatory education components and achievement success in mathematics and reading. The goals of the study were to determine (1) how well the Columbus school district's compensatory education program was performing, (2) who was being affected, and (3) the nature of the program's performance. The objectives of the study were (1) to examine the differential achievement attained by all Title I eligible fourth-, fifth-, and sixth-grade pupils involved in Title I participating schools, and (2) to analyze a selected number of control variables associated with pupils who attain achievement success in order to investigate the possible relationships between pupil sub-groups and achievement success.

The population consisted of 2,675 Title I eligible pupils one year or more behind enrolled grade level in reading and/or mathematics computations achievement, and possessing a measured intelligence of at least 80. The primary sources of data were the California Test of Basic Skills, the California Test of Mental Maturity, and a locally-constructed pupil demographic inventory. Coleman's effect parameter analysis as extended by Merriman served as analytic technique of the study. The contribution each compensatory education program (reading improvement, elementary counseling, food services, mathematics improvement, and health services) made to pupils' reading and mathematics achievement was partialed. The resulting effect parameters were tested for significance. Each effect parameter was then further analyzed by six control variables in order to determine if program associated achievement success was contingent upon other variables. These variables were: (1) pupil intelligence, (2) pupil achievement upon program entrance, (3) pupil enrolled grade level, (4) racial density of pupils' schools, (5) poverty density of pupils' schools, and (6) the respective schools pupils attended.

These analyses indicated that both the reading and mathematics program components met the need for which they were designed. Elaboration analysis did demonstrate that various pupil groups were differently affected by these compensatory program components. Anomalies also surfaced. The limiting effect of the reading program component on the mathematics computation achievement of reading component participants was of primary significance.

20 Columbus Public Schools, Department of Evaluation, Research, and Planning. Graduate Follow-Up Study: 1969 to 1971. Prepared by Frank Black, Evaluation Assistant. Columbus, Ohio: Public Schools (52 Starling St., 43215), November 1971. 56 p. $3.

Reports follow-up data obtained from a sample of the 1969 graduating students in Columbus Public Schools who were mailed a questionnaire in June 1970, one year after they had graduated. Data reported deals primarily with career choices and the value of high school subjects in preparing for their jobs.

Also reported are the results of the graduate intention survey administered to the classes of 1969, 1970, and 1971 before graduation. Data from the 1969 class's intention survey is compared with the results of the follow-up survey. The results of the ITED sub-test areas and general educational development tests are reported systemwide for the classes of 1969, 1970, and 1971. School-by-school results are given for the classes of 1970 and 1971.

21 Columbus Public Schools, Department of Evaulation , Research, and Planning. The Relationship Between Pupil Mobility and Reading Achievement in High-Mobility-Low-Income Elementary Schools. Doctoral dissertation by Frank S. Black, Jr., Ohio State University. Columbus, Ohio: Public Schools (52 Starling St., 43215), 1972. 113 p. $5.

It was the purpose of this study to determine the relationship between pupil mobility and reading achievement of sixth grade pupils in selected high-mobility-low-income elementary schools.

The variables of mobility were considered in three separate measures: (1) movement history (types of school attended), (2) movement pattern (number of times enrolled in each school attended), (3) time of movement (grade level during which mobility took place). Relationships were analyzed between these variables of mobility, sex, and reading achievement with IQ held constant. Mobile pupils were defined as those who had a record of two or more school transfers; stationary pupils were those with records of less than two school transfers. High-Mobility-Low-Income Elementary Schools were defined as those schools which had both an average pupil mobility rate and an Aid to Dependent Children rate which were equal to or greater than twice that of the Columbus Public School System for the school year 1970-71. Therefore, the pupil mobility rate was 34 percent and the ADC rate was 24 percent in the study.

The California Short-Form Test of Mental Maturity, Level 2H; the California Comprehensive Reading Test, Level 2, Form Q; and a Pupil Personnel Data Collection Form constructed by the investigator were used in the study. These instruments were utilized in the objective evaluation of reading achievement and the personal characteristics of mobility, sex, and IQ.

The population of the study was 210 sixth-grade pupils in seven high-mobility-low-income elementary schools in Columbus. Reading achievement and IQ test scores were obtained from results of the city-wide testing program in October 1971. Sex and mobility data were collected from the personal records of the pupils.

Analysis of covariance was used to adjust the mean achievement scores for the influence of IQ, and the analysis of variance was used to analyze the adjusted mean scores derived from the reading achievement categories of mobility and sex. Significance was attributed to all comparisons at or above the .05 level of significance.

As a result of this investigation, the following conclusions were reached: (1) The reading achievement of mobile pupils is not significantly different from stationary pupils. The reading achievement of sixth-grade pupils in high-mobility-low-income schools is not influenced by their movement history, movement pattern, time of movement, or sex. (2) There are no significant differences in reading among mobile pupils. The reading achievement of mobile pupils is not influenced by their movement history, movement pattern, time of movement, or sex.

22 Columbus Public Schools, Department of Evaluation, Research, and Planning. The School Nurse--A Wasted Resource? Master's thesis by Margaret M. Wehner. Columbus, Ohio: Public Schools (52 Starling St., 43215), 1971. 81 p. $4.

This thesis reports research conducted in the Columbus Public Schools to examine and evaluate the results of additional nursing services in Title I schools. Two major questions are examined: (1) Is there a relationship between services provided and the amount of time the nurse is in a school? (2) Is there a difference in the type of nursing activities performed in the Title I and non-Title I

schools? The data analyzed were the activities reported by Columbus school nurses during 1970-71 for 163 schools, on the School Nurse Report Form.

The results of the data analysis indicate that: (1) There is a relationship between services provided and the amount of time the nurse is in the school. (2) An overall increase in first aid activities occurred with an increase of time. (3) With the exception of screening activities at the elementary level, no other definite pattern emerged with regard to activities and time. (4) Screening activities indicated an inverse relationship between activities and time. A difference between nursing activities in Title I and non-Title I schools was demonstrated by the findings: (1) First aid and referrals were the predominant activities across all levels of Title I schools. (2) Screening and conference counseling activities were performed more frequently across all levels of non-Title I schools. (3) The total number of activities performed in Title I schools exceeded the total number of activities performed in non-Title I schools. (4) However, for the most part, the frequency of activities performed on a half-day basis in non-Title I schools tended to exceed the number of activities performed on a half-day basis in Title I schools.

The thesis also includes a review of literature, as well as descriptions of the Columbus health services department, community services, job description of the school nurse, and an information system model.

23 Columbus Public Schools, Department of Evaluation, Research, and Planning. Student Opinion Survey 1971: A Report to the Columbus Board of Education. Compiled by Ray Gugel, Evaluation Specialist, and Gary Thompson, Evaluation Assistant. Columbus, Ohio: Public Schools (52 Starling St., 43215), December 1971. 90 p. $4.

This is a report of the second annual student opinion survey conducted in the 13 Columbus senior high schools. Although some items were repeated from the 1970 survey, the greatest part of the survey was redesigned in response to input on student concerns from the administration, teachers, parents, and students. This year's survey was in two parts--Part I included items to be answered by students system-wide, and Part II was designed by each school to solicit information on interests or concerns which were specific to each school. The survey supplement for one school is included in the report.

The report includes response distribution for each item by grade level and school, as well as response distributions aggregated by school and by the school system. The 12 major areas under which survey items were grouped are: building facilities, school rules, year-round school, general curriculum, math, social studies, science, English, general instruction, extra-curricular, guidance, and communication. For items repeated from the 1970 survey, comparisons are made between 1970 and 1971 responses.

(For the 1970 Columbus student opinion survey, see Research by Local School Systems, 1970-71, Item 17, p. 7.)

24 Columbus Public Schools, Department of Evaluation, Research, and Planning. Title I and State DP Evaluation Abstracts 1970-71. Columbus, Ohio: Public Schools (52 Starling St., 43215), 1972. 40 p. Single copy free.

Presents abstracts of seven projects funded under ESEA Title I and six projects which received state funding. All projects were aimed at the culturally deprived and operated by the Columbus Public Schools during the 1970-71 school year.

The seven Title I projects were: (1) Pre-Kindergarten; (2) Summer Pre-Kindergarten; (3) Summer Kindergarten; (4) Primary Language Development; (5) Intermediate and Secondary Language Development; (6) Basic Mathematics Improvement; and (7) Neglected and Delinquent. The six state-funded programs were: (1) Educational Aides; (2) Elementary Counseling; (3) Nutrition; (4) Tutoring for the Disruptive Educable Mentally Retarded; (5) Move Ahead; and (6) Educational Opportunities.

25 Dade County Public Schools, Department of Administrative Research. The Cuban Refugee in the Public Schools of Dade County, Florida. Research Report, Vol. 19, No. 6. Miami, Fla.: Public Schools (1410 Northeast 2nd Ave., 33132), March 1972. 27 p. Single copy free.

The tenth in a series of reports, this publication covers the 1970-71 school year and summarizes the activities of the Dade County schools to provide assistance to the some 32,000 Cuban refugee children in daily membership. All federally funded Cuban refugee programs operated during 1970-71 for the regular school year, during summer school, and for vocational and adult students are reviewed as to components and funding. Longitudinal data on Cuban refugee membership are also presented.

26 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. An Evaluation of the Borg-Warner System 80 Reading Program. Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), December 1971. 67 p. $3.

The Borg-Warner System 80 is educational technology designed to supplement developmental reading programs on the primary level and to aid in the individualization of instruction. The purpose of the study on which the report is based was to determine the effectiveness of the materials with the children who used them. Matched data for 83 pupils in seven sample schools scoring low on standardized reading tests were gathered by questionnaires, interviews, and observations for both pupils and their teachers. The evaluation covers the period from December 1970-May 1971. The evaluation found that the students' attitudes toward reading became more positive; both remedial and developmental students made significant gains during the period, but the remedial group's gains were so great that there was no statistically significant difference between the two groups at the end of the period; both groups made relative gains in improving their reading habits; and teachers were pleased with the technology and thought it had achieved "to a great extent" the goals set for it in terms of teaching the pupils the alphabet and the recognition of words in context.

Summary and tabular evaluation data are provided, and the various questionnaires used to gather the data are reproduced.

27 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. An Evaluation of the Croft Inservice Reading Program. Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), October 1971. 47 p. $2.

The Croft Inservice Reading Program was one program selected to help teachers at every grade level to acquire the skills and knowledges necessary to be successful in teaching word attack skills. The evaluation of the program is based on 203 responses from among the 550 elementary and junior high teachers who participated in the 10-week program. The results of the participants' responses are presented in tabular and narrative form. The data collected indicated that: (1) The Croft approach to teaching word attack skills has value for elementary and junior high school teachers. (2) The children with whom the teachers used the Croft approach improved their word attack skills significantly. (3) The Croft diagnostic tests helped to diagnose student weaknesses quickly and accurately, and provided an effective method of grouping according to skill needs. (4) The Croft program can be used with junior high students, although it is designed for elementary pupils, and the materials and methods are relevant.

28 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. An Evaluation of "Point"--A Program for the Orientation and Induction of New Teachers. Washington, D.C.: Public Schools, 415 - 12th St., N.W., 20004), December 1971. 65 p. $3.

The POINT evaluation is developed in two parts--Part I covers the period August 16-27, 1971, and Part II, September through December 1971. The program was funded under EDPA Title V, Section B-2, and sponsored by the Model School Division of the D.C. public schools. Phase I is the preschool orientation and preservice training of probationary teachers; Phase II is a program of continuous support involving direct assistance and inservice training for the first semester of the school year; Phase III consists of three workshop days of released time later in the first semester.

The population served was 41 elementary teachers, and the objective of the orientation was to expose the participants to various methods and techniques for improving their classroom instructional program, thus enhancing the pupils' chance to learn. The second and third phases focused on the

immediate teaching problems and needs of the participants. The success of each phase is evaluated based on participating teachers' responses to district-constructed questionnaires.

29 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. An Evaluation of Teacher Innovation Fund Awards Program (TIF). Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), October 1971. 101 p. $2.

This report is presented in two parts--Part I covers the school years 1968-69 and 1969-70, and Part II, the 1970-71 school year. The Teacher Innovation Fund Awards Program was established to seek out and fund innovative projects designed by teachers, and to supply teachers with resources and support needed to test their own solutions to meeting the instructional needs of their students. Monies for the program are supplied through an appropriated budget and by the Philip M. Stern Family Foundation. An advisory committee established by the Office of Staff Development selects proposals that meet predetermined criteria for funding, including focus on one or more of the priorities established in the Academic Achievement Plan--reading, math, and oral and written communication. One or more of the following data gathering techniques were used: interviews, on-site visitations, seminars, and self-administered evaluation instruments. The following instruments were designed by the Departments of Research and Evaluation to be used in the data gathering: A Pre-evaluation Questionnaire, An Evaluation Checklist (1970-71 only), A Post-evaluation Questionnaire, and A Creativity Impact Measure (administered to both current and past award participants). These instruments are reproduced in the report.

Individual projects funded are listed; evaluation responses are reported for the participants as a whole, however.

30 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. Evaluation System Report on Reading Programs for School Year 1970-71. Report No. R&E 1-71A. Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), October 1971. 65 p. $2.

This report is one in a series of reports on the results from the Educational Evaluation System developed and implemented by the Departments of Research and Evaluation. The System is designed to provide continuous feedback of findings as quickly, completely, and usefully as possible to principals, teachers, and others. This report provides descriptions of reading programs and services related to reading instruction for grades 1-6 in elementary schools. Data are analyzed by grade level only, combining the results for all 16 schools.

The information used to compile the report was gathered from teachers who were asked to indicate certain facts regarding the reading instruction program for each child for the previous month. This procedure was followed both in the fall and again in the spring. The following areas are reported in tabular and discussion format: (1) Reading approaches, materials, and emphases by grade. (2) Levels at which materials are used. (3) Approach/material combinations. (4) Classroom diversity in materials/approaches/levels/emphases. (5) Continuity of reading programs during the year. (6) Source and amount of additional instruction in reading. (7) Time spent on formal or planned reading instruction. (8) Independent reading by the child in school. The data collection form is reproduced in the report.

31 District of Columbia Public Schools, Division of Planning, Research, and Evaluation. McKinley High School Quarter System Evaluation Report, School Year 1970-71. Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), September 1971. 46 p. $2.

Reports an evaluation, based on the opinionaire replies of 1,337 administrators, teachers, and students who particpated in the second year of operation of the quarter system, consisting of four nine-week instructional periods.

Fifty-seven percent of the respondents like the quarter system, 27 percent do not, and 16 percent are undecided. Of the staff members who had had experience with a system other than the quarter system, the majority preferred another system; the students were evenly divided on this point. The most outstanding good points mentioned by respondents were: (1) The students can choose their teachers, courses, and schedules. (2) There is a greater variety of courses to choose from. (3) If a course is failed, then only one-fourth credit is lost. (4) Students are not locked in the

same class with the same teacher all year. (5) A student has a chance to change, or drop, a course he is failing. The main problems and dislikes mentioned were as follows: (1) Grades are not averaged for the year, therefore a course failed in a nine-week quarter must be repeated. (2) The poor system for student registration causes confusion and loss of time each quarter. (3) There are not enough good teachers and clerical staff to assume the workload, thus freeing counselors to counsel. (4) Nine weeks is too short, in some cases, to completely cover course materials, for students to improve their grades, and for students and teachers to get to know each other.

The report includes conclusions and recommendations, tabular data on the replies to various questions, and a copy of each survey form used.

District of Columbia Public Schools, Division of Planning, Research, and Evaluation. A Study of the Effect of Latin Instruction on English Reading Skills of
32 Sixth Grade Students in the Public Schools of the District of Columbia, School Year 1970-71. Washington, D.C.: Public Schools (415 - 12th St., N.W., 20004), October 1971. 16 p. $2.

In order to evaluate the effect of the foreign language program, particularly the Latin program, among sixth-grade students during the school year 1970-71, 11 schools were chosen as the focus. In addition to randomly selected Latin classes, several Spanish and French classes were included in the sample. A control group of students in 25 classes receiving no foreign language instruction was compared with those in the Latin group. The differences in scores in pre-test and post-test of 1,132 sixth-grade students in three categories of reading achievement--vocabulary, comprehension and total reading skill--were the data in determining average achievement of each group. It was hypothesized that because of the close association between the English and Latin languages, first-hand knowledge of Latin prefixes, roots, and suffixes should help the students in English reading achievement skills.

The pre-test/post-test control group design was followed. Average progress of each group was compared by the t-test for comparisons. Both the group of Latin instruction classes and the group of French and Spanish classes achieved significantly higher than the control group with no foreign language instruction at all.

Eugene Public Schools. Differentiated Staffing Project Progress Reports Nos. 1-5. Prepared by Richard I. Arends and
33 Don M. Essig, Differentiated Staffing Coordinators. Eugene, Oreg.: Public Schools (200 N. Monroe St., 97402), January 1972. Single copies free.

In five reports, describes the background, theory, and progress of a Differentiated Staffing Project begun September 1970, involving five elementary schools in the district. In each school, the staff planned programs adapted to the school's particular curriculum and instructional needs. Based on the experience in the 1970-71 school year, the authors concluded that participation in the Differentiated Staffing Project resulted in improved working relationships and organizational structures in each of the schools, and that the capacity to "try new things" was increased. The significance of the inservice training program which was a part of the experiment also was emphasized. The titles of the five reports are as follows:

Progress Report No. 1. "Unitized Structure and Differentiated Staffing in the Elementary School." 26 p.
Progress Report No. 2. "Organizational Development Training in the Unitized, Differentiated Staffing, Elementary School." 17 p.
Progress Report No. 3. "The Role of the Principal and Curriculum Associate in the Unitized, Differentiated Staffing, Elementary School." 20 p.
Progress Report No. 4. "The Role of the Teaching Assistant in the Unitized, Differentiated Staffing, Elementary School." 17 p.
Progress Report No. 5. "Instructional Change in the Unitized, Differentiated Staffing, Elementary School." 18 p.

34 Eugene Public Schools. Operation Branch. Prepared by Don M. Essig, Differentiated Staffing Project Coordinator, and others. Eugene, Oreg.: Public Schools (200 N. Monroe St., 97402), November 1971. 26 p. Single copy free.

Evaluates the results of a project designed to facilitate two-way communication between parents and teachers in a single elementary school. The program consisted of seven evening seminars attended by parents and staff members, featuring such communication techniques as paraphrasing and brainstorming to involve all participants in the discussions. The seminars included lecturettes on various subjects, rap sessions, and evaluations of each session. The report includes the project proposal, sample seminar schedules, and parent and staff reactions collected by means of questionnaires. Continuation and expansion of the project is recommended.

35 Eugene Public Schools. Operation Jump. Prepared by Russel Tompkins, Principal of Spring Creek School, and others. Eugene, Oreg.: Public Schools (200 N. Monroe St., 97402), September 1971. 24 p. Single copy free.

Since the district does not have a pre-first grade program, "Operation Jump" was conceived as an alternative to facilitate testing and checking many aspects of the incoming first-grade students' abilities and talents by giving teachers more time to observe each child and introduce students to activities, materials, and locations. For the first two weeks of school, all first-graders attended only one-half day sessions, with those without pre-school education attending the morning session. Also parents of students with adjustment problems could work in the classroom with their children, as well as attend the two evening seminars planned for all parents of first-graders. The evaluation consists of several sections: (1) activities performed by first-grade teachers during the two-week period and the observable results of those activities; (2) a log of activities related to planning and implementation of the two weeks for pupils and the two seminars for parents; (3) results of parents' reaction sheets; (4) agenda sheets for parent seminars; and (5) reproductions of the handouts and communications associated with the project.

36 Eugene Public Schools. Reading Problems Can Be Lessened. Prepared by Aubrey C. Trimble. Eugene, Oreg.: Public Schools (200 N. Monroe St., 97402), December 1971. 12 p. 24¢

Evaluates the Perceptual Development Reading Program conducted in selected elementary schools in Eugene and funded by Titles I and III, ESEA. The project aimed at answering two questions: "Can a screening instrument be devised to identify, at beginning first grade, those children likely to have problems learning to read?" and "Will an intervention program during first and second grades have significant effect on lessening the number of reading problems?" Beginning in September 1968 and in each September through 1971, the Predictive Reading Test was administered to each first grade child. Fifteen children who failed the greatest number of subtests in each of three schools were placed in an experimental classroom in each school and taught by a teacher trained in perceptual development techniques; each of these teachers was also provided with an aide and special equipment. As these children advanced to the next grade, they were also placed in a class with a teacher trained in perceptual development.

Retesting of all children in June 1970 and June 1971 on the Gates-MacGinitie Reading Test, Level B, showed consistent decrease in the mean of the standard score as the score on the failure rate of the Predictive Reading Test increased. A higher percentage of children in the experimental group were shown to be achieving above the mean than of children in the control group.

37 Fort Worth Public Schools, Department of Research and Evaluation. A Comparison of Academic Effects of an Open-Area and a Traditional Plan. Prepared by Charles L. Evans, Director of Research. Fort Worth, Texas: Public Schools (3210 W. Lancaster, 76107), 1972. 28 p. Single copy free.

Compares the academic achievement of two groups of ninth-grade pupils--one which had attended an experimental middle school designed for implemented open-area instructions, team teaching, and continuous progress, and the other group (control) had attended sixth grade in a traditional elementary school and seventh and eighth grades in a middle school that had maintained the traditional self-contained, departmentalized plan. Comparisons were based on measures obtained in the early spring of their fifth-grade experience, and again upon their entrance to high school. Statistically, initial differences were accounted for through treatment of data with the analysis of covariance procedures.

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Results, after adjustment for initial differences, favored the experimental group in math and general academic ability, but in language arts both groups exhibited similar gains. At any given ability level, students who attended the innovative school earned ninth-grade overall academic scores and math scores that significantly exceeded those earned by pupils who had attended the traditional middle school exclusively. In language arts the post-middle school measurements showed that differences at any given ability level did not differ significantly between the two groups; the trend favored students who attended the traditional school.

The report also includes a review of evaluative literature on open-area instruction and a description of the instructional strategies developed and used year-by-year in the experimental middle school in the areas of language arts and math.

Fort Worth Public Schools, Department of Research and Evaluation. Evaluation Report: Federally Funded Summer Programs, ESEA-Title I, 1971. Prepared by G. W. Fisher, Assistant Director. Fort Worth, Texas: Public Schools (3210 W. Lancaster, 76107), 1972. 37 p. Single copy free.

38

Presents evaluation reports for two ESEA, Title I summer programs--Operation ABC (A Better Chance) for elementary pupils, and the Sixth Annual Summer Club for middle school pupils.

The five-week ABC Program was aimed at improving the reading and mathematics skills of some 1,200 disadvantaged children at 14 elementary schools. The library activity program was also part of the project. Children took field trips to a play and a ballet. Based on pre- and post-tests of reading and mathematics achievement, significant gains were made in both reading and mathematics. The responses from teachers, parents, and other staff members on questionnaires designed to elicit a subjective evaluation of the program were highly favorable; the questionnaire is reproduced.

The program for middle school pupils, Summer Club, involved primarily pupils working at the lowest levels in reading and/or math in the summer preceding their entrance to sixth grade. About 120 pupils at each of six centers attended club meetings (classes), on a flexible schedule geared to each one's particular need, in mathematics, science, heritage, and physical education. In addition to the classes, children participated in library activities, field trips, a camping experience, and swimming classes. Breakfast and lunch were served to the pupils, who attended from 8:15 to 1:45 each day for five weeks. Evaluation was by comparisons of pre- and post-tests in reading, mathematics, and science, a locally constructed opinionaire to check nonacademic growth, and physical fitness tests. Questionnaires were also used to obtain evaluations of the program from students, teachers, and parents. Almost all of the test results were positive, although some of the gains were not statistically significant. The subjective evaluations were overwhelmingly in favor of the program.

Grand Rapids Public Schools, Office of Testing and Evaluation, and Grand Rapids Public Schools-Western Michigan University Center for Educational Studies. Fourth Year Results in Experiments in Early Education: A Comparative Assessment of Project Follow-Through, Project Read, and the Basal Reading Program. Prepared by Clifford Bryan, Robert Horton, Jane Bonnell, and Edsel Erickson. Grand Rapids, Mich.: Public Schools (110 Ionia, N.W., 49502), August 1971. 257 p. $10.

39

For the fourth year, evaluates three reading programs used with second grade pupils in selected Grand Rapids schools. The pupils in the Distar Follow-Through Program and in Project Read were predominantly black, inner city, and characterized by very low family stability. The Basal Reader pupils were predominantly white, located on the fringe of the city, and came from families with greater unity and stability. The evaluation is based on the achievement scores on standardized reading tests and interviews with teachers, parents, and principals.

Comparisons of the three programs reveal that: (1) There are a number of indicators which, due to their consistency, lead to the conclusions that the Follow-Through program has an impact upon teachers' expectations; in nearly all measures, the Follow-Through teachers held perceptions and expectations of their students which corresponded to those that the Basal Reading program teachers had for their pupils. (2) The Follow-Through program has been successful in reducing parental estrangement from school, enhancing parental expectations of their children's achievement and ability, and encouraging parent support of their children's school behavior. (3) The Follow-Through and Project Read programs are helping inner city students to achieve in reading at very satisfactory levels which are equivalent to the norms of the more advantaged students not in the inner city. (4) Students in the Distar Follow-Through and Project Read programs show no observable sign of classroom maladjustment that can be attributed to the program.

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Variations within the Follow-Through program results are examined to determine why certain Follow-Through schools are able to overcome the problems of family instability and insecurity to a greater extent than is accomplished in other Follow-Through schools.

40 Grand Rapids Public Schools. Final Report: Planning and Operation of an Educational Park. Prepared by Elmo Wierenga, Director, and Gordon Williams, Research Coordinator, Educational Park. Grand Rapids, Mich.: Public Schools (110 Ionia, N.W., 49502), July 1971. 161 p. $1.

The Educational Park is an area center located in downtown Grand Rapids which offers specialized courses for junior and senior students residing in the area and attending both public and private schools. It was funded originally under Title III, ESEA, and designed primarily as a vehicle for achieving racial integration. Courses taught at the Educational Park must be those that would not be economically feasible to teach at several locations (low enrollment and expensive equipment) or those requiring teachers whose skills and training are in short supply. This report presents a year-by-year history of the planning and operation of the Educational Park since it began in the summer of 1968. Achievement and attendance data, as well as student, teacher, and administrator opinions are used to evaluate the program. The report also includes an evaluation of the Park School for pregnant students, planned and operated under the auspices of the Educational Park.

(For interim evaluations of the Educational Park in Grand Rapids, see Research by Local School Systems, July-December 1971, Item 23, p. 8-9.)

41 Highline Public Schools, Research and Testing Department. The Block-of-Time Program: Does It Help Adjustment to Junior High School? Seattle, Wash.: Highline Public Schools (P.O. Box 66100, 98166), 1972. 12 p. $1.50.

The purpose of this study was to determine what effects a "block-of-time" program would have on the adjustment to school of seventh grade students in one junior high school. Two hundred and forty seventh-graders were divided at random and evenly into an experimental and a control group. Students in the experimental group were assigned to two-period (English and social studies) or three-period (English, social studies, and reading) block-of-time classes, depending on whether they were enrolled in a foreign language or not. Pre- and post-testing was done with the Comprehensive Tests of Basic Skills. Comparisons were made of achievement test scores, of the incidences of misbehavior, of the incidences of tardiness to class, and of report card grades.

The comparisons give support to the contention that a block-of-time program will have a positive effect on adjustment to junior high school. Students in the experimental group got better final grades in the non-block subjects. Further analysis revealed that the differences in grades between the control and the experimental group could be attributed to differences between the boys in the two groups. Incidental comparisons made between boys and girls support the truism that (except for tardiness to class) girls do better in school than boys.

42 Highline Public Schools, Research and Testing Department. A Survey of Attitudes, Usage, and Availability of Drugs, Among High School Students in the Highline School District. Compiled by Arthur L. Maser, Director of Research and Testing. Seattle, Wash.: Highline Public Schools (P.O. Box 66100), 98166), 1972. 50 p. $1.50.

Reports results of a drug survey of 2,500 senior high school students selected on a modified stratified random sampling basis from five district high schools (sophomore, junior, and senior classes). The survey solicited pupils' responses in five areas--drug usage; drug availability in the district; attitudes toward legality; perceived reasons for use; and attitude toward drug users. Responses were solicited for each of 10 drugs, and are reported for the total group and for each of the five schools. The survey revealed the following: (1) Many drugs, especially alcohol and marijuana and, of greater concern, hard drugs like opium, heroin, and cocaine are available and may be easily obtained by the students; (2) a large percentage of students appear to put alcohol and marijuana, and hashish to a lesser degree, in a category separate from other drugs and show a greater tendency to use or try these softer drugs; and (3) a strong negative attitude toward the use of drugs was expressed by the majority of the students, especially in the use of "hard" drugs and those known to be psychologically damaging.

43 New Orleans Public Schools. Annual Evaluation Instrument of Programs for Educationally Deprived Children, Title I, ESEA 1971, Summer Term. New Orleans, La.: Public Schools, Federal Programs Division (703 Carondelet St., 70130), September 1971. 64 p. Single copy free.

Provides general statistical information on a Title I ESEA Summer Educational Experiences program for elementary school children in the public and private schools of New Orleans. The program served 9,158 children. Based on priorities indicated by standardized test data and opinions of principals, teachers, and the ESEA advisory committee, the program consisted of academic instruction as well as cultural and recreational activities. Special emphasis was placed on reading, math, self-expression, and development of interest in academic education. Supportive services were provided in five areas: Neighborhood Youth Corps aides, adult teacher aides, library service, recreation and food service, and transportation.

The report includes descriptions of the pre-service program for the staff, descriptions and evaluations of the program components, questionnaire responses from the program staff, and conclusions and recommendations.

44 New Orleans Public Schools. Evaluation - Gateway High School "School Without Walls," 1970-71. New Orleans, La.: Public Schools, Federal Programs Division (703 Carondelet St., 70130), n.d. 58 p. Single copy free.

Evaluates the first year of the Gateway School, a school-without-walls designed as an alternative high school program for "disenchanted learners" and funded under Title I, ESEA. The program, which enrolled 101 tenth- and eleventh-graders, utilized specialists and community resource personnel in a program designed to use the city as a classroom. Evaluation of the program is based on student opinion of student performance, observation by faculty and staff, academic records of pass/fail reports (the marking system was limited to credit, no credit, and incomplete), and objective testing in reading and math. The evaluation report consists of a description of the staff and community resource personnel; inservice training for staff, community resource personnel, and student teachers and teacher aides; descriptions of the materials used in each subject offered; and the evaluation results, including changes noted in students, conclusions, and recommendations. Descriptions are also provided for techniques to disseminate information about the program, consultant visits, community involvement, and effectiveness as to cost. Reports are given for three of the program components--reading, writing, and drama. The evaluation revealed some dramatic improvements realized by students, a significant attitude change as far as self-image was concerned, increased attendance, lack of inter-racial disharmony, and excellent student-staff rapport.

45 New Orleans Public Schools. Interim Report - An Exemplary Program for Occupational Preparation. Prepared by William G. Young, Supervisor of Industrial Arts. New Orleans, La.: Public Schools, Federal Programs Division (703 Carondelet, 70130), July 1971. 94 p. Single copy free.

This is an interim report of a federally funded project in a disadvantaged area of the city aimed at changing students' attitudes concerning the dignity of work and providing vocational guidance and job entry training for disadvantaged youth; it was also aimed at developing a workable plan which might be used by the entire school system and other agencies. On the elementary school level the project was aimed at introducing the World-of-Work through field trips, enriching studies related to job choices, and developing sound attitudes toward vocations. An elementary supervisor worked with teachers to stimulate them to include occupational orientation topics in instruction. On the middle school level, a supervisor helped teachers broaden the World-of-Work concepts and facilitated semi-skilled classes for over-aged potential dropouts. On the high school level, one vocational counselor and on-the-job trainer served high school students enrolled in the clerical classes, health occupations, and industrial arts classes by offering guidance, job placement, and follow-up for graduates. Adult training was provided in basic auto mechanics and mechanical drawing.

In general, the Exemplary Program for Occupational Preparation had a positive influence on the students of the component schools. Each component has progressed in the direction of the stated objectives. The complete interim report includes a detailed statement of the problem, the goals and objectives, general project design and procedures, the results and accomplishments, the evaluation of the project, and conclusions and recommendations.

46 New Orleans Public Schools. Evaluation of the Teacher Aide Program, 1970-71. Prepared by Lucille H. Hayes, Supervisor of Paraprofessionals, and Beryl T. Richardson, Coordinator of Teacher Aides. New Orleans, La.: Public Schools, Federal Programs Division (703 Carondelet St., 70130), 1972. 109 p. Single copy free.

Evaluates the Title I, ESEA, program for the 1970-71 school year. Includes general information, information on pupils, staff personnel, private school participants, testing data, and narrative evaluation of the program. The narrative evaluation includes detailed descriptions of the pupils participating (test data); description of the staff (functions of aides, education, and personal data); description of inservice training activities, including a sample of materials prepared to help teacher aides; description of materials used by the aides to implement classroom activities; a full description of the program implementation; the plan of evaluation (including questionnaires administered to principals, teachers, and teacher aides, and a copy of the form used to evaluate the teacher aides); the evaluation results, which were very favorable; and conclusions and recommendations.

47 New Orleans Public Schools. A Report on Title I ESEA Reading Programs (1970-71) for New Orleans Public Schools. Prepared by the Center for Urban Redevelopment in Education, Inc. New Orleans, La.: Public Schools, Federal Programs Division (703 Carondelet St., 70130), June 1971. 117 p. Single copy free.

Compares, by means of pre- and post-test class means on the Stanford Achievement Test, the effectiveness of three reading programs during the 1970-71 school year: (1) the Harcourt, Brace, Jovanovich "Right To Read"; (2) Behavioral Research Laboratories "Project Read"; and (3) a locally devised program, "Project FOR." Questionnaires were also administered to principals and teachers in the project schools. The programs were conducted for grade 1-6 pupils--224 classes used Project Read, 196 Project Right to Read, and 198 Project FOR.

Results of the attitudinal surveys of principals and teachers somewhat favored Project FOR. In comparing Project Read and Project Right to Read, the pre- and post-test differences for all individual classes and for the combined classes were significantly different; however, for no grade alone nor for the combined grades was the pre- to post-test increment statistically different between projects. There was a statistically significant difference between the pre- and post-test scores of students in Project FOR. A recycling of the programs, with a tighter research design, was recommended for 1971-72.

48 North Kansas City Public Schools, Department of Research and Development. Analysis and Interpretation of Test Results--Relationship of Capacity and Achievement. Research in Review, Vol. 3, No. 9. North Kansas City, Mo.: Public Schools (2000 N.E. 46th St., 64116), February 1972. 10 p. Single copy free; additional copy, 50c.

For each of grades 3-6, 8, and 10, compares pupil performance, as measured by the Iowa Tests of Basic Skills and the Tests of Academic Progress, with capacity for learning as measured by intelligence test scores (Cognitive Abilities Tests). Tables for each grade level show a bi-variate distribution of capacity and achievement, by school, using the stanine system. Such comparisons were possible because all three tests were normed on the same population.

49 North Kansas City Public Schools, Department of Research and Development. A Comparison of Pre-Test and Post-Test Reading Scores on Fourth and Fifth Grade Basal Readers. Research in Review, Vol. 3, No. 6. North Kansas City, Mo.: Public Schools (2000 N.E. 46th St., 64116), February 1972. 11 p. Single copy free; additional copy, 75c.

The purpose of this study was to compare the basic reading test scores of fourth- and fifth-grade pupils on the next basal reader in sequence, before it was introduced, with scores on the same basal readers upon its completion. The distribution of point differences in pre-test and post-test scores are presented in tabular form. Analysis of the data in this study show significant differences between pre-test and post-test scores of both fourth- and fifth-grade pupils on the next basal reader in sequence. The mean difference in grade 4 was 9.52; the difference in grade 5 was 10.01; both differences are significant at the .01 level. In general, pupils with higher pre-test scores had smaller differences between pre-test and post-test scores.

(continued)

About 31 percent of the fourth-graders and 25 percent of the fifth-graders had differences of six points or less, which seems to suggest a constructive re-examination of the conventional use of the basal reader program for some above-average or even average pupils, not with the intent to discontinue the use of basal readers but to explore the need for modification and/or adaptation of their use. The results also lead to concern over the mean post-test scores, since the means for both grades were in the "average" category on the total point scale for the test. Since the tests are criterion-referenced, the expectation is for higher test scores as strong evidence of meeting the basal reading program objectives.

Norwalk Public Schools. Evaluation of Bilingual Program for Non-English Speaking Spanish Students. Prepared by Norman J. Walsh, Director of Evaluation. Norwalk, Conn.: Public Schools (105 Main St., 06852), 1972. 13 p. Single copy free.

50

Evaluates, as required under Title I funding, a seven-month project to upgrade the Spanish language skills and basic skills and understandings in mathematics, social studies, art, music, physical education, and science for 116 Spanish-speaking pupils in grades 1-8. A major objective of the program was to help the pupils gain sufficient literacy in English to enable them to perform successfully in the regular classroom. The program, which was staffed by four full-time bilingual teachers and two unpaid teacher aides, was evaluated by means of pre- and post-tests of Spanish language skills, a Spanish math test, and Spanish tests of general ability, as well as application of the Indicators of Quality (Institute of Administrative Research, Teachers College, Columbia University) by six trained observers.

The mean difference score for the bilingual classes on the Indicators of Quality was +8.4. This score falls one standard deviation above the mean for regular classrooms in Norwalk (+5.6). Moreover, 90.0 percent of the bilingual classes scored in the positive range; whereas only 75.5 percent of the regular classes did so. The bilingual classes also showed a substantially higher incidence of high scoring modes of class activity (small group work in particular) on the Indicators of Quality than did regular classes.

Substantial gains in Spanish reading ability combined with test-taking skills affected the scores on the general ability tests, which showed an average increase of 15.6 points in the raw scores of first- and second-grade pupils and 20.33 points for grades 3-5.

Oklahoma City Public Schools, Department of Research and Statistics. A Description and Evaluation of the Washington Center's Program. Journal of Research and Evaluation, Vol. 1, No. 9. Prepared by J. David Guilliams, Research Associate. Oklahoma City, Okla.: Public Schools (900 N. Klein, 73106), December 1971. 49 p. Single copy free.

51

Washington Center is a special school established in 1969 for students who had been referred from other schools because of disruptive behavior. It is limited to male students from 12-16. It provides instruction in basic areas--language arts, science, math, social studies, general shop, and physical education. The purpose of the evaluation was to determine what effect the program may have had on students who attended during the 1969-70 and 1970-71 school years.

The first phase of the evaluation made comparisons between a group of students who attended the first year and were asked to return the second year, and a group who had been returned to regular schools in the district. The comparisons were made on the bases of the results of a district-constructed classroom behavior inventory, the Coopersmith Self-Esteem Inventory, and the Wide Range Achievement Test. Results indicated that: (1) There was no significant difference in the self-esteem of returnees and nonreturnees. (2) There was no significant difference between the classroom behavior of these two groups. (3) There was no significant relationship between their self-esteem and observed routine classroom behavior. (4) A significant difference was shown between self-esteem of white and minority groups. (5) A significant difference was shown between the classroom behavior of white and minority groups.

The second phase, using the same evaluative instruments, compared one group of students who had been requested to return for the 1970-71 school year and a second group of students who were assigned to the program during the 1970-71 school year. The results were: (1) There was a positive significant gain in students' self-esteem when they were changed from a regular to a special school environment. (2) There was a positive significant gain in the area of mathematics achievement when students were changed from a regular to a special school environment. (3) There was positive significant gain in students' observed classroom behavior when they were changed from a regular to a special school environment.

52 Omaha Public Schools, Title I Center. Multiple Activities Program: An Evaluation (September 1970-June 1971). Omaha, Nebr.: Public Schools (3819 Jones St., 68105), December 1971. 202 p. Single copy free.

Provides general information, evaluations, and numerical information on each of 19 Title I programs in the Omaha Public Schools. The programs and projects included in the evaluation are: dissemination of information; media center; seven extended opportunities (supervised study, career opportunities, Saturday speech, instrumental and vocal music, teacher intern, Project "Read" and "Math," kindergarten language development); reading programs; psychological services; community aides; educational trips; personal needs; and evaluation and interpretation.

A Student Information System facilitated reporting shifts in achievement for various "school learning ability" groups within attendance intervals. Only matched data were used.

53 Peoria Public Schools, Department of Research. Parent-Teacher Conferences, 1971-72. Reported by Harold Kirkhus, Director of Research and Testing. Peoria, Ill.: Public Schools (3202 N. Wisconsin Ave., 61603), May 1972. 13 p. Single copy free.

Reports, by school, the responses of principals to a 13-item opinionaire on the success of the schedule for parent-teacher conferences during the 1971-72 school year. Includes questions regarding the scheduling, format, attendance, and weaknesses of the conferences.

54 Pontiac Public Schools, Department of Research and Development. Evaluator's Report, Bus Drivers' Inservice Workshop. Pontiac, Mich.: Public Schools (81 Florence St., 48058), February 1972. 41 p. Single copy free.

Reports evaluation of a three-day workshop for school bus drivers conducted under the Emergency School Assistance Program. The first day was for training of selected bus drivers in small group discussion techniques and the remaining two days involved all the bus drivers in the district. The workshops were built around problem identification and problem solving in small groups. A "problem identification report" used in the workshops is reproduced. Pre- and post-testing was conducted and the results are reported in the study. The test used and the workshop evaluation form are reproduced in the study. The Appendix also includes information on the planning of the workshops and the workshop agendas.

55 Pontiac Public Schools, Department of Research and Development. Evaluator's Report for the School Secretaries' Workshops. Pontiac, Mich.: Public Schools (81 Florence St., 48058), February 1972. 41 p. Single copy free.

Reproduces the evaluation report for three workshops held for school secretaries under the Emergency School Assistance Program. The evaluator's report for these workshops includes: program outlines for the workshops, which include objectives, agendas and workshop rationales; a pre- and post-test analysis of a test designed to measure the content of the workshops; problem identification summaries submitted by groups of secretaries attending the workshops; a process feedback summary completed by the secretaries at the conclusion of the workshops; and a pictorial account of the workshop. The questionnaire used and the feedback analysis sheet are reproduced in the report.

56 Pontiac Public Schools, Department of Research and Development. A Study of the School Related Attitudes of Pontiac Youth. Pontiac, Mich.: Public Schools (81 Florence St., 48058), March 1972. 59 p. Single copy free.

The purpose of this study is to report the results of opinionaires designed to assess the school-related attitudes of elementary and junior high school pupils after six months of court-ordered desegregation. The district-constructed opinionaires, taken in part from an Instructional Objectives Exchange publication, consisted of 23 items for the junior high and 20 items for the elementary level. The instruments assessed student attitudes in five areas: (1) school climate and structure; (2) interpersonal relations with peers;

(3) interpersonal relations with adult school people; (4) interpersonal relations with peers of another race; and (5) general attitude. The pupils also supplied their sex and whether they were bused to school.

The instrument was administered to a sampling 1,506 white and 930 black pupils in six junior high schools; to 949 white and 543 black pupils in grades 2 and 3 of seven elementary schools; and to 1,040 white and 605 black students in grades 5 and 6 of six elementary schools. The junior high data for each question are reported by grade level, school, sex, and race; the elementary by early or late elementary, race, and whether pupils of each race are bused.

The results of the junior high opinionaire varied; overall, there was only two percent difference between black and white students on the total number of responses answered in the positive direction. Sixty-two percent of all responses were positive. On the elementary level, there were more positive responses among early than late elementary pupils. The bused pupils, overall, showed more favorable responses than non-bused pupils on the early elementary level; there were inconsistencies on the late elementary level, however.

The opinionaires used in the survey are reproduced in the Appendix.

57 Port Huron Public Schools, Office of Research and Evaluation. The Port Huron School Profile. Compiled by Sami J. Alam, Director. Port Huron, Mich.: Public Schools (509 Stanton St., 48060), December 1971. 122 p. Single copy free.

Presents 1970-71 data for each school and for the district as a whole in the following categories:

School factors: pupil mobility rate; proportion of black students; pupil absenteeism rate; pupil retention rate; pupil dropout rate; proportion of pupils with differing grade point averages; pupil-teacher ratio; ratio of classroom teachers to certified staff; ratio of operational staff to certified staff; pupil/adult ratio; proportion of male teachers; teacher absenteeism rate; teacher turnover rate; professional level of preparation of teachers; and teaching experience.

Academic performance factors (as measured by Michigan Educational Assessment Battery for grades 4 and 7, and the Iowa Test of Basic Skills for grades 3, 5, and 8): vocabulary, reading, written English, mathematics, and a composite achievement score.

Attitude measures (as measured by the Michigan Educational Assessment Battery, grades 4 and 7 only): student's own estimate of his socioeconomic status, importance of school achievement, self-perception, and attitude toward school.

Academic aptitude factor (as measured by the Lorge-Thorndike Intelligence Test, grades 3 and 6).

58 Seattle Public Schools, Planning and Evaluation Department. Individualizing Instruction. Seattle, Wash.: Public Schools (815 Fourth Ave. North, 98109), November 1971. $4.50.

Presents, in a series of 16 programed instruction units, materials to be used in a workshop to introduce teachers to the various aspects of individualized instruction. Each unit is stated in terms of a task and performance objectives and includes a bibliography of source materials. The 16 units are: goals of individualized instruction; rationale for individualizing instruction; attempts of individualized instruction; definition of individualized instruction; instructional components to individualize instruction; steps to follow to individualize instruction; record-keeping procedures for individualizing instruction; preparation of a learning package; evaluation in an individualized instructional program; utilization of school staff; adaptation of environment for individualized instruction; behavioral objectives; computer-based performance record-keeping system; utilization of the alert system; utilization of library in individualizing instruction; and individualizing the instructional program in your school. A conference director's manual is included.

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West Hartford Public Schools. Developmental Motor Task Survey Initial Results. Prepared by Charles J. Clock, Jr. West Hartford, Conn.: Public Schools (7 Whiting Lane, 06119), May 1972. 10 p. Single copy free.

In the summer of 1971, a pilot study was begun in West Hartford to develop a short, easy-to-administer instrument to assess gross motor ability of young children. The result of this effort is the Developmental Motor Task Survey (DMTS) of 15 items. Both the DMTS and the Purdue Perceptual Motor Survey were administered to a randomly selected group of 300 pupils in the general age range of 6 through 8. The total group in this study consisted of 144 boys and 151 girls, with the age distribution being approximately the same for boys and girls. The DMTS was designed so that a normal five-year-old child should be able to perform successfully each test item. In addition, nine items of the Purdue Perceptual Motor Survey were also given to these children. The nine items chosen were selected on the basis of their comparability with the DMTS.

The report compares the results of the DMTS with related sections of the Purdue Perceptual Motor Survey, and provides standardizations data on the DMTS. The results are that the DMTS correlates highly and significantly for both boys (N=144, r=.84) and girls (N=151, r=.69) with related items on the Purdue Perceptual Motor Survey. Standardization data is included giving percentiles for raw scores obtained on both the DMTS and Purdue. The data gathered will be used in subsequent longitudinal studies with achievement and ability variables.

61 West Hartford Public Schools. Five Year Follow-Up of Kindergarten Child Study Program Data--1965 to 1971. Prepared by Charles J. Clock, Coordinator of Research. West Hartford, Conn.: Public Schools (7 Whiting Lane, 06119), January 1972. 10 p. Single copy free.

The primary purpose of this study is to determine the relationships that exist between the Kindergarten Child Study Program (KCSP) variables and future performance on ability and achievement measures. The study is based on correlations of data originally compiled on a group of 345 children who were in the West Hartford Schools from kindergarten through Grade 5. Five of the variables, parent interview summary, child observation summary, figure drawing, picture recognition and verbal recognition, are determined as the child enters kindergarten. A teacher summary of the child is prepared at the end of kindergarten, and again at the end of the third grade. The remaining variables are IQ and academic achievement levels tested at various times during Grades 3-5.

The single best predictors of Grade 5 achievement in vocabulary, math, reading comprehension, and language skills are the reading level and teacher's summary data at the end of Grade 3. The study also showed that the child who had had nursery school experience exhibited superior performance in reading level obtained and ability measures in Grades 3, 4, and 5. The evaluator cautions, however, that the home background of the child attending nursery school may be more responsible for the differences than the nursery school experiences. The study includes tables for the correlations made.

62 Wichita Public Schools, Research and Evaluation Services Division. A Demographic Survey of the Model Cities Area, Wichita, Kansas, 1970: Summary Report. Prepared by Carroll D. Liechti, Research Specialist. Wichita, Kans.: Public Schools (640 N. Emporia, 67214), August 1971. 67 p. Single copy free.

Reproduces tables and discusses some of the data gathered in a demographic survey of four of the five Model Neighborhoods in the Model Cities Area of Wichita. Major agencies providing services to the area were invited to meetings to discuss a proposed interview form and to provide input into the design of the form. The data included in this report is essentially the printout of the information obtained from interviews of 5,050 households in the area. The subjects covered include attitudes of residents toward the existing school system, improvements needed in certain areas, attitudes and opinions on the segregation issue, opinions on racial balance by grade level, and suggestions for improvement. Comparisons include responses by sex, race, income levels, and age groups with levels of education attained as measured by number of years of school completed. Responses to school questions are tabulated by race.

63 Wichita Public Schools, Research and Evaluation Services Division. Interaction Analysis. Prepared by Jo Barr, Research Specialist. Wichita, Kans.: Public Schools (640 N. Emporia, 67214), November 1971. 24 p. Single copy free.

Reports results of a study of Follow Through pupil-teacher behaviors conducted from January-May 1971. The study was done in concert with the University of Arizona Early Childhood Center, developers of the Tucson Early Education Model (TEEM), the educational strategy selected by local Follow Through Project planners to be used in all Wichita Follow Through classrooms. TEEM representatives conducted inservice training sessions for Follow Through teachers, stressing the importance of certain teacher behaviors in relation to their pupils--praise, expanding student ideas, teaching through asking questions, etc. Simultaneously the research staff began once-a-month 20-25 minute observations of Follow Through classroom behavior of teacher-planned sessions and recorded sequential behaviors for 10 minutes. Two low-income and two non-low-income pupils were randomly selected by the observer for recording their interaction with the teacher.

The findings from 115 observations in 23 classrooms were: (1) The amount of praise given by the teachers to their pupils increased appreciably and consistently over the amount demonstrated at the first observation. (2) Follow Through teachers seldom used criticism or punishment as a means of individual or group control. (3) Teaching through expanding student ideas was not a major tool utilized by the teachers even though it was recommended by the TEEM representatives. (4) The ratio of Wichita Follow Through teacher/pupil talk was slightly better than that found by Ned Flanders. (5) Follow Through teachers were in the majority of observation sessions two to four times more indirect than direct in their observed statements to pupils. (6) Follow Through pupils rarely asked questions. (7) Low-income pupils' responses accounted for about one-half of the total pupil talk. (8) Teachers evidenced considerable variation in the amount of preparation time utilized in defining their goals for the observed sessions. (9) There was little differentiation by grade level as to the kind of goals set for pupils. (10) The observed sessions seemed to be unrelated to ongoing activities of the classroom though the task appeared to be helpful and desirous to most teachers.

64 Wichita Public Schools, Research and Evaluation Services Division. 1971-72 Report of Merit Pay Committee. Wichita, Kans.: Public Schools (640 N. Emporia, 67214), March 1972. 5 p. Single copy free.

Reproduces the report of a committee of 15 professional educators and lay people appointed by the board of education "for the purpose of studying merit pay systems as a means for compensating teachers and administrators, and reporting the results of such study" to the board of education. The committee reviewed existing merit pay plans and research concerning the measurement of teacher effectiveness. It found no existing merit pay plan to recommend to the board for further study. The committee also expressed the opinion that there are too many unresolved practical and philosophical problems involved for a plan to be successful at this time, and recommended that the board continue its efforts to improve ways of effectively evaluating professional personnel at all levels and relating these tools to policies which will help improve the general quality of teaching and administration.

ADDITIONAL REPORTS OF RESEARCH IN LOCAL SCHOOL SYSTEMS

DADE COUNTY PUBLIC SCHOOLS, Department of Administrative Research, 1410 N.E. 2nd Ave., Miami, Florida 33132

Desegregation, September 1971. Research Report, Vol. 19, No. 2. 102 p.

Elementary Class Size as of October 1971. Research Report Vol. 19, No. 5. 12 p.

Pupil Population Projections. Special Report, March 1972. 13 p.

Secondary Class Size as of October 1971. Research Report, Vol. 19, No. 7. 21 p.

Superintendent's 18th Annual Statistical Report, School Year 1970-71. Research Report, Vol. 19, No. 3. 62 p.

Terminations of Instructional Personnel. May 1972. 1 p.

PEORIA PUBLIC SCHOOLS, 3202 N. Wisconsin Ave., Peoria, Illinois 61603

Annual Digest, Educational Statistics and Reports, 1970-71. Prepared by Harold Kirkhus. July 1971. 99 p.

Attendance Area Boundaries, May 15, 1972. Prepared by Harold Kirkhus. 60 p.

Average Class Size, Elementary Schools, 1971-72. Reported by Harold Kirkhus. December 29, 1971. 17 p.

High School Average Class Size and Enrollment Analysis, First Semester 1971-72. Reported by Harold Kirkhus. January 25, 1972. 52 p.

Summary: Racial Survey, 1966-67--1971-72. Prepared by Harold Kirkhus. December 15, 1971. 32 p.

NEW ORLEANS PUBLIC SCHOOLS, Division of Planning, Construction, and Computer Services, 703 Carondelet St., New Orleans, Louisiana 70130.

Elementary Class Size, October 15, 1971. Compiled by the Department of Planning. December 1971. 18 p.

TRENTON PUBLIC SCHOOLS, Division of Research, Planning, and Evaluation, 9 S. Stockton St., Trenton, New Jersey 08611.

Project Directory, 1971-72. Compiled by David E. Weischadle, Director, Division of Research, Planning, and Evaluation. 34 p.

Research, Planning, and Evaluation: Activities and Services. Prepared by David E. Weischadle, Director, Division of Research, Planning, and Evaluation. April 28, 1972. 10 p.

WICHITA PUBLIC SCHOOLS, Research and Evaluation Services Division, 640 N. Emporia, Wichita, Kansas 67214

Statistical Report, School Year 1970-71. Prepared by Carroll D. Liechti, Research Specialist, March 1972. 63 p.

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